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ABSTRACT

Using current programs and cooperative efforts as examples, this paper focuses on the emerging role of two-year institutions in various facets of international education. First, the paper reviews events over the past 10 years that are reflective of changes in community college attitudes toward international education, the benefits derived from internationalizing the curriculum, and consortium-based efforts to implement international education programs. Next, a 10-step process is suggested for social science faculty interested in setting up an international program, recommending: (1) contact a community college organization that specializes in off-campus study programs; (2) appoint a faculty member to coordinate activities; (3) offer a course in international studies; (4) recruit students and faculty for the program; (5) hold seminars to stress the importance of international education; (6) study the societies to be visited; (7) emphasize the availability of credit for the program; (8) develop course materials; (9) hold pre-departure seminars for participants; and (10) evaluate the program. Then, the itinerary for McHenry Community College's (Illinois) 3-week travel program to Europe is presented. Next, Brevard Community College's (Florida) world studies program for faculty and Inter-Kultur Off-Campus Studies' programs to promote discussion of programs and problems among community college faculty from different countries are described. Finally, arguments are presented for the continued internationalization of the community college. (HB)

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INTEGRATING AN INTERDISCIPLINARY SOCIAL SCIENCE COURSE, INTRODUCTION TO INTERNATIONAL STUDIES WITH A COLLEGE ACCREDITED FOREIGN STUDY PROGRAM.

A PRACTICAL TEN-STEP POLICY GUIDE FOR THE COMMUNITY COLLEGE SOCIAL SCIENCE CURRICULUM

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ABSTRACT

THE AUTHOR CONTENDS THAT, DESPITE A LONG STANDING VIEW THAT INTERNATIONAL EDUCATION WAS BEYOND THE SCOPE OF THE COMMUNITY COLLEGE MISSION, THIS LIMITATION IS REALLY ILLUSORY. NUMEROUS EDUCATION POLICIES AT STATE, CONSORTIUM, AND LOCAL LEVELS REGARDING INTERNATIONAL EDUCATION SHOW THIS TO BE INCREASINGLY TRUE. RECENT ARTICLES AND CONFERENCES ON "INTERNATIONALIZING" THE COMMUNITY COLLEGE ARE CITED WHICH FOCUS ON THE EMERGING ROLE OF TWO YEAR INSTITUTIONS IN VARIOUS FACETS OF INTERNATIONAL EDUCATION INCLUDING SHORT-CYCLE ABROAD PROGRAMS AND STAFF DEVELOPMENT VISITATIONS.

THE PRESENTATION EXAMINES FUTURE DIRECTIONS OF THE INTERNATIONALIZING MOVEMENT, ESPECIALLY IN THE MIDWEST, AND SUGGESTS THE POLICY IMPLICATIONS FOR COMMUNITY COLLEGE FACULTY. A CASE STUDY OF ONE MIDWEST CONSORTIUM OF COMMUNITY COLLEGES IN ILLINOIS ILLUSTRATES THE CURRENT OPPORTUNITIES.

WITHIN THE LAST TEN YEARS ONLY THE MOST BOLD AND INNOVATIVE AMERICAN COMMUNITY COLLEGES HAVE VENTURED TO MAKE AN ASSOCIATION BETWEEN ON-CAMPUS EDUCATION AND INTERNATIONAL EDUCATION. WASN'T THE LATTER BETTER LEFT TO SENIOR INSTITUTIONS WHICH WERE EQUIPPED TO HANDLE HIGHLY TECHNICAL, SOPHISTICATED, ELITIST MANPOWER NEEDS? MOST ALL GOVERNMENT GRANTS AND CONTRACTING INVOLVING AMERICAN HIGHER EDUCATION AND U.S. OR FOREIGN GOVERNMENTS FLOWED TO AND THROUGH SENIOR UNIVERSITIES. FOR THE MOST PART THIS PATTERN REMAINS THE SAME TODAY.[1]

BUT A VIABLE ARGUMENT HAS PERSISTENTLY BEEN RAISED OVER THE LAST TEN YEARS FOR INCREASING INVOLVEMENT OF COMMUNITY-BASED JUNIOR COLLEGES IN INTERNATIONAL AFFAIRS. RAYMOND E. SCHULTZ AND OTHERS, DOCUMENTING THE MATURATION PROCESS OF COMMUNITY COLLEGES, HAVE NOTED THE URGENT NEED FOR COMMUNITY COLLEGE-TYPE INSTITUTIONS ABROAD TO TRAIN MIDDLE-MANPOWER WORK FORCES AND PROVIDE FOR GREATER HUMAN CAPITAL DEVELOPMENT THROUGH NON-TRADITIONAL HIGHER EDUCATION. TODAY, IT IS CLEAR THAT COMMUNITY COLLEGES ARE BEING CALLED UPON TO ACCEPT A NEW ROLE THROUGH GROWING CONTACTS ABROAD. FAR MORE THAN AN EVANGELIZING MISSION, THE CALL HAS ALSO GONE OUT TO MAKE OUR OWN COMMUNITIES AWARE OF THE CONNECTION, RATHER THAN THE "GAP", BETWEEN LOCAL COMMUNITY AND THE LARGER WORLD COMMUNITY IN ECONOMIC, SOCIAL, AND POLITICAL TERMS.[2]

SINCE ITS 1970 HONOLULU CONVENTION, THE AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES HAS BEEN AT THE CENTER OF THE INNOVATIVE PROCESS THROUGH ITS INTERNATIONAL/INTERCULTURAL DIVISION AND VARIOUS SUPPORT SERVICES. INTERACTING WITH THE AACJC HAVE BEEN FORESIGHTED COMMUNITY COLLEGE ADMINISTRATIONS IN NEW YORK, FLORIDA, AND CALIFORNIA. THE AACJC INTERNATIONAL/INTERCULTURAL CONSORTIUM NEWSLETTER HAS BEEN DETAILING FOR SEVERAL YEARS THE AVENUES THAT OUR NEW GLOBAL AWARENESS HAS SPAWNED: LINKS BETWEEN PEOPLE OF ALL AGES, WITHIN THEIR COMMUNITIES, FOR HUMAN GROWTH AND BETTER ECONOMIC FUTURES.

IN 1975 AT THE SIXTH ANNUAL MEETING OF THE INTERNATIONAL INSTITUTE AT LAMBTON COLLEGE IN SARNIA, ONTARIO WORLD LEADERS IN THE COMMUNITY COLLEGE FIELD PROPOSED A WORLD COMMUNITY COLLEGE SECRETARIAT AS A CLEARINGHOUSE FOR THE MUCH NEEDED SHARING OF DEVELOPMENTS IN COMMUNITY COLLEGES WORLDWIDE.[3]

AT TWO CONFERENCES HELD AT WINGSPREAD (THE JOHNSON FOUNDATION, RACINE, WISCONSIN) IN 1978, SEVERAL DOZEN INTERNATIONAL REPRESENTATIVES FROM HIGHER EDUCATION VOWED FURTHER ENDEAVORS FOR INTERNATIONALIZING THE COMMUNITY COLLEGES.[4] TO DATE, THE GREATEST EFFORT TO SHARE INNOVATIONS IN INTERNATIONALIZING WAS MADE AT THE SECOND ANNUAL CONFERENCE ON INTERNATIONALIZING THE COMMUNITY COLLEGE, SPONSORED BY THE COMMUNTIY COLLEGE COOPERATIVE FOR INTERNATIONAL DEVELOPMENT. THE SEVERAL ELEMENTS WHICH CONSTITUTE THE CONCEPT "INTERNATIONALIZATION" ARE NOW CLEARER, GIVING NEW DIRECTION TO US IN THE FIELD. IN ALL THERE ARE PERHAPS A HALF-DOZEN "STRANDS" MAKING UP THE FABRIC OF "INTERNATIONALIZATION". I WILL CONCENTRATE ON ONE "STRAND"

AS A EASY STARTING POINT FOR ANY SOCIAL SCIENCE DIVISION AND ITS FACULTY: THE INTEGRATION OF AN ON-CAMPUS COURSE - INTRODUCTION TO INTERNATIONAL STUDIES WITH A TWO OR THREE WEEK CREDIT TRAVEL PROGRAM TO EUROPE.

THE LARGEST NUMBER OF AMERICAN STUDENTS AFFECTED BY INTERNATIONALIZING ARE THOSE IN SHORT-CYCLE OUTBOUND PROGRAMS. UNTIL RECENTLY, THESE PROGRAMS WERE SPONSORED BY INDIVIDUAL COLLEGE DISTRICTS AND LED BY INNOVATIVE FACULTY WHO WANTED THEIR STUDENTS TO EXPERIENCE A FOREIGN CULTURE BOTH FOR PERSONAL AND CAREER-ORIENTED ADVANCEMENT. BUT NOW MANY COLLEGE DISTRICTS ARE CARRYING THE ADMINISTRATION OF THEIR PROGRAMS A STEP FURTHER. FIRST, SEVERAL DISTRICTS HAVE COMBINED TO INCREASE THE NUMBER OF STUDENTS SERVED AND TO AVOID DUPLICATION OF PROGRAMS. EXAMPLES OF THESE COOPERATIVE ARRANGEMENTS INCLUDE THE COLLEGE CONSORTIUM FOR INTERNATIONAL STUDIES, BASED AT ROCKLAND COMMUNTIY COLLEGE, SUFFERN, NEW YORK; THE FLORIDA COLLEGIATE CONSORTIUM FOR INTERNATIONAL/INTERCULTURAL EDUCATION AT BROWARD COMMUNITY COLLEGE, FORT LAUDERDALE, FLORIDA; AND IN THE MIDWEST, INTER-KULTUR OFF-CAMPUS STUDIES.

AS DIRECTOR OF INTER-KULTUR OFF-CAMPUS STUDIES, I WOULD LIKE TO EXPLAIN HOW COMMUNITY COLLEGE FACULTY IN THE SOCIAL SCIENCE CAN ORGANIZE, STEP BY STEP, A SUCCESSFUL PROGRAM.

PROPOSED TEN STEP PROGRAM

FOR FACULTY IN THE SOCIAL SCIENCES

1. CONTACT INTER-KULTUR OR A SIMILAR COMMUNITY COLLEGE FACULTY RUN ORGANIZATION SPECIALIZING IN OFF-CAMPUS STUDY PROGRAMS TO HELP YOU PLAN AND EXECUTE A SUCCESSFUL PROGRAM FOR COMMUNITY COLLEGE STUDENTS AND DISTRICT RESIDENTS. PLANNING OF AN ITINERARY SHOULD BEGIN ABOUT 10-12 MONTHS BEFORE DEPARTURE.
2. A COMMUNITY COLLEGE FACULTY MEMBER MUST HAVE A COMMITMENT TO UNDERTAKE THE CHALLENGE OF ORGANIZING THE ON-CAMPUS AND OFF-CAMPUS ACTIVITIES. IF NO FACULTY MEMBER IS MOTIVATED TO ASSUME COORDINATION OF THE PROGRAM AT HIS COLLEGE, IT IS UNLIKELY THAT THE REMAINDER OF THE STEPS BELOW CAN BE PUT INTO ACTION.
3. A COLLEGE COURSE IN INTERNATIONAL STUDIES OR OTHER SOCIAL SCIENCES NEEDS TO BE OFFERED, SINGLING OUT AS POSSIBLE ENROLLEES THOSE STUDENTS WHO WILL BE TRAVELING ON THE ABROAD PROGRAM. OF COURSE AN EVEN WIDER COLLEGE AND COMMUNITY ENROLLMENT SHOULD BE ENCOURAGED.
4. BEGIN RECRUITING STUDENTS, FACULTY, AND COMMUNITY RESIDENTS TO BOTH THE COURSE AND OFF-CAMPUS TRAVEL PROGRAM. PRINT MATERIALS ON BOTH YOUR INTERNATIONAL STUDIES PROGRAM ON-CAMPUS ITINERARY.

5. HOLD INFORMATIONAL SEMINARS BEFORE FRATERNAL, BUSINESS, AND SOCIAL ORGANIZATIONS IN YOUR DISTRICT TO STRESS THE IMPORTANCE OF INTERNATIONAL AWARENESS IN YOUR DISTRICT. RUN A FEATURE ARTICLE ON THE CREDIT COURSE AND ABROAD PROGRAM IN THE LOCAL MEDIA AND, IF POSSIBLE, IN THE SPRING SEMESTER COURSE SCHEDULE MAILED TO ALL HOMES IN THE DISTRICT.
6. USE THE FORMAT OF THE COURSE, INTRODUCTION TO INTERNATIONAL STUDIES IN THE SPRING SEMESTER TO CONCENTRATE ON THE ART, HISTORY, POLITICS, EDUCATION, OR CURRENT EVENTS OF THE COUNTRIES YOU WILL BE VISITING. ONE POSSIBILITY WOULD INCORPORATE AN INTERNATIONAL DAILY NEWSPAPER SUCH AS THE CHRISTIAN SCIENCE MONITOR (AVAILABLE BY BULK SUBSCRIPTION) AS A BASIS FOR CLASS DISCUSSION; ANOTHER IDEA WOULD BE TO INCORPORATE THE CIVILIZATION SERIES AVAILABLE IN CASSETTE (VHS OR BETA) FROM MANY PUBLIC LIBRARIES. OBVIOUSLY, ONCE YOU HAVE LED YOUR GROUP ON AN OFF-CAMPUS ITINERARY YOU WILL HAVE MATERIALS COLLECTED ON YOUR TRIP TO INCORPORATE INTO YOUR COURSE THE NEXT SPRING.
7. STRESS THAT UNDERGRADUATE CREDIT IS EARNED THROUGH YOUR COLLEGE, AND THAT GRADUATE CREDIT IS AVAILABLE FROM UNIVERSITIES FOR THOSE, SUCH AS YOUR OWN COLLEGUES AND YOURSELF, WHO ARE INTERESTED IN ADVANCED PLACEMENT CREDIT UNDER YOUR COLLEGE'S SALARY SCHEDULE.

8. DEVELOP THE COURSE MATERIALS TO BE USED AS A VEHICLE FOR AWARDING UNDERGRADUATE CREDIT AT YOUR INSTITUTION ON THE OFF-CAMPUS PROGRAM. USUALLY FOUR SEMESTER HOURS CAN BE AWARDED FOR A 3 WEEK PROGRAM ABROAD. DISTRIBUTE THE COURSE SYLLABUS, READING LISTS, COURSE OBJECTIVES, AND COURSE EVALUATION REQUIREMENTS TO THE ENROLLED PARTICIPANTS.
9. DURING THE MONTH PRIOR TO THE BEGINNING OF YOUR ABROAD PROGRAM, HOLD SEVERAL PRE-DEPARTURE SEMINARS TO ACQUAINT YOUR OFF-CAMPUS PARTICIPANTS WITH VITAL INFORMATION (MEDICAL AND OTHER INSURANCE, PASSPORTS, PACKING, CLIMATE). INVITE INTER-KULTUR FACULTY OR FACULTY FROM OTHER COLLEGES WHO HAVE TAKEN GROUPS ABROAD TO SPEAK AT ONE OR MORE OF THE PRE-DEPARTURE SEMINARS.
10. AFTER YOU RETURN WITH YOUR GROUP, CONDUCT AN EVALUATION OF THE OFF-CAMPUS TRAVEL PROGRAM TO DETERMINE IMPROVEMENTS NEEDED AND POSSIBLE NEW CITIES, COUNTRIES, OR AREAS TO INCLUDE IN NEXT YEAR'S ABROAD PROGRAM.

MODEL SOCIAL SCIENCE STUDY -

PROGRAM TO EUROPE 1983-84

PREPARED FOR PRESENTATION AT ST. LOUIS, MO

FOR THE COMMUNITY COLLEGE SOCIAL SCIENCE ASSOCIATION MEETING,

27-30 OCTOBER, 1982

BY

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THREE WEEK PROGRAM

DAY 1 DEPART O HARE FIELD FOR EUROPE

DAY 2 ARRIVE LONDON, PROCEED TO WINDSOR CASTLE FOR VISITS TO ROYAL APARTMENTS, ST. GEORGE'S CHAPEL. TO LONDON VIA RUNNYMEDE. OVERNIGHT LONDON.

DAY 3 FULL DAY OF LONDON SIGHTSEEING TO INCLUDE TOWER WITH VISIT TO JEWELS, ST. PAUL'S AND CRYPT, WESTMINSTER ABBEY WITH EDWARD CONFESSOR CHAPEL, BRITISH MUSEUM, CHANGE OF GUARD AT BUCKINGHAM, AND SHORT CITY DRIVE. IN LONDON OVERNIGHT.

DAY 4 PROCEED TO WINCHESTER FOR VISIT TO CATHEDRAL, TO SALISBURY FOR VISIT TO THE CATHEDRAL, AND TO STONEHENGE FOR VISIT. ON TO PORTSMOUTH FOR OVERNIGHT.

DAY 5 PROCEED BY FERRY TO CHERBOURG. VISIT OMAHA BEACH, BAYEUX TAPESTRY. OVERNIGHT IN CAEN.

DAY 6 VISIT MONT ST. MICHEL, ST. MALO. OVERNIGHT IN TOURS.

DAY 7 DRIVE TOURS TO VIENNE FOR OVERNIGHT.

DAY 8 DRIVE TO AVIGNON TO VISIT PAPAL PALACE, ON TO NICE FOR OVERNIGHT.

DAY 9 DAY AT LEISURE IN NICE.

DAY 10 DRIVE TO MONACO FOR SHORT VISIT; ON TO PISA FOR VISIT TO TOWER, BAPTISTRY, AND CATHEDRAL. ON TO FLORENCE FOR OVERNIGHT. DRIVE TO PIAZZALE MICHELANGELO FOR A PANORAMIC VIEW.

DAY 11 FULL DAY OF SIGHTSEEING IN FLORENCE WITH GUIDE VISITING MEDICI TOMBS AND CHAPEL, ACADEMY, SANTA CROCE, SAN MARCO, PITTI OR UFFIZI, AND BARGELLO.

DAY 12 HALF DAY SIGHTSEEING IN ROME WITH GUIDE TO VISIT HADRIAN's TOMB, VATICAN MUSEUM AND RAPHAEL'S LOGGIAS. ON TO THE SISTINE CHAPEL, AND TO ST. PETER'S CATHEDRAL. IN THE AFTERNOON VISITS TO THE FOLLOWING: TREVI FOUNTAIN, PANTHEON, ST. JOHN LATERAN, SCALA SANCTA, BATHS OF DIOCLETIAN. OVERNIGHT ROME.

DAY 14 DRIVE VIA AUTOSTRADA TO VENICE. TRANSFER TO HOTEL ON THE LIDO. EVENING AT LEISURE ON ST. MARK'S SQUARE.

DAY 15 HALF DAY SIGHTSEEING IN VENICE TO VISIT CATHEDRAL, DOGE'S PALACE, AND BRIDGE OF SIGHS. DEPART IN AFTERNOON FOR CORTINA.

DAY 16 DRIVE FROM CORTINA TO INNSBRUCK FOR LOCAL SIGHTSEEING. THEN ON TO LICHTENSTEIN FOR A SHORT VISIT. THEN PROCEED TO LUCERNE FOR OVERNIGHT. VISIT TO THE GLACIER GARDENS AND LION OF LUCERNE THIS AFTERNOON.

DAY 17 TO HEIDELBERG VIA BLACK FOREST. OVERNIGHT HEIDELBERG.

DAY 18 VISIT TO HEIDELBERG CASTLE AND STUDENT PRISON. PROCEED NORTH TO TAKE RHINE STEAMER BY THE LORELEI ROCK. ON TO COLOGNE FOR OVERNIGHT. VISIT TO ROMAN-GERMAN MUSEUM AND TO CATHEDRAL.

DAY 19 DRIVE TO AACHEN FOR SIGHTSEEING OF CHARLEMAGNE CHAPEL AND MUSEUM AS WELL AS THRONE. PROCEED TO BRUSSELS VIA WATERLOO FOR SHORT VISIT AND THEN OVERNIGHT IN BRUSSELS. TO THE GRANDE PLACE AND MANNEKIN IN THE EVENING AND RETURN TO HOTEL.

DAY 20 DRIVE TO PARIS; AFTERNOON SIGHTSEEING IN PARIS TO INCLUDE VISIT AT NAPOLEON'S TOMB, CLUNY MUSEUM, ST. CHAPELLE. OVERNIGHT PARIS.

DAY 21 FULL DAY EXCUSION TO VERSAILLES AND CHARTRES. OVERNIGHT PARIS.

DAY 22 HALF DAY SIGHTSEEING PARIS TO VISIT LOUVRE, POMPIDOU CENTER, NOTRE DAME, JEU DE PAUME. AFTERNOON SIGHTSEEING TO VISIT SACRE COEU AND PLACE DE TERTRE. BALANCE OF AFTERNOON AT LEISURE. OVERNIGHT PARIS.

DAY 23 TRANSFER TO AIRPORT FOR FLIGHT TO CHICAGO.

NOTE: ACADEMIC VISITATIONS AND VISITS TO GOVERNMENT BODIES (E.G., EEC IN BRUSSELS, PARLIAMENT IN LONDON) MAY BE SCHEDULED.

THE PICTURE OF COMMUNITY COLLEGE INVOLVEMENT IN INTERNATIONAL/INTERCULTURAL STUDIES IS NOT COMPLETE WITHOUT MENTION OF THE LATEST COMPONENTS OF INTERNATIONAL EDUCATION: THAT OF FACULTY ABROAD PROGRAMS AS STAFF DEVELOPMENT. TWO PROGRAMS SUFFICE AS EXAMPLES OF FUTURE DIRECTIONS: FIRST, THE WORLD STUDIES PROGRAM OF BREVARD COMMUNITY COLLEGE (FLORIDA) UNDER THE DIRECTION OF DR. ROBERT BREUDER. THIS PROGRAM PERMITS FACULTY IN VARIOUS DISCIPLINES TO STUDY ABROAD IN THE SUMMER AND RETURN HOME RENEWED AND RETOOOLED FOR TEACHING. PROGRAMS DIFFER BOTH IN THE FOCUS OF FACULTY PROFESSIONAL INTEREST (FROM HUMANITIES TO BUSINESS ADMINISTRATION AND AUTO MECHANICS) AND GEOGRAPHIC AREA (FROM EUROPE TO LATIN AMERICA).[5] LIKEWISE, IN THE MIDWEST, INTER-KULTUR OFF-CAMPUS STUDIES PLANS STAFF DEVELOPMENT PROGRAMS FOR THE INTERSESSION IN LATE DECEMBER-EARLY JANUAARY AND AN AUGUST SHIPBOARD PROGRAM IN THE MEDITERRANEAN. THE FOCUS OF THESE PROGRAMS IS ON MEETING AND DISCUSSING PROGRAMS AND PROBLEMS WITH OTHER COMMUNITY COLLEGE FACULTY, ADMINISTRATORS, AND STAFF IN THE MIDDLE EAST AND EUROPE. THE PROGRAMS HAVE A GENERAL EDUCATIONAL COMPONENT--AN EDUCATIONAL TOUR OF THE MAJOR BIBLICAL SITES IN THE HOLY LAND AND OF MAJOR PORTS OF CALL IN THE MEDITERRANEAN. GRADUATE CREDIT IS AVAILABLE ON BOTH PROGRAMS THROUGH WESTERN ILLINOIS UNIVERSITY.

CONCLUSION

THERE IS A CLEAR MESSAGE IN THE FINAL REPORT OF THE PRESIDENT'S COMMISSION ON FOREIGN LANGUAGES AND AREA STUDIES THAT COMMUNITY COLLEGES HAVE A VITAL FUTURE IN INTERNATIONAL/ INTERCULTURAL COOPERATION AND DEVELOPMENT. WHAT MIGHT HAVE APPEARED AS A "GAP" BETWEEN THE MISSION OF THE COMMUNITY COLLEGE IN REGARD TO ITS LOCAL CLIENTELE (LOCAL STUDENTS AND DISTRICT RESIDENTS) AND GLOBAL CONCERNS IS REALLY ILLUSORY SINCE ONE OF SIX JOBS IN THE AMERICAN ECONOMY PRODUCES GOODS FOR EXPORTS, AND THE U.S. IS ASKED TO PLAY AN EXPANDING PEACE TIME ROLE IN INTERNATIONAL BUSINESS AND DEVELOPMENTAL ECONOMICS IN THE THIRD WORLD.

NO LONGER PAROCHIAL, MANY COLLEGES ARE LOOKING FOR NEW WAYS TO MAKE THE CITIZENS THEY SERVE MORE ECONOMICALLY COMPETITIVE THROUGH EXPANDING CAREER OPPORTUNITIES IN INTERNATIONAL AFFAIRS. TO AFFECT CHANGE IN STILL OTHER COMMUNITY COLLEGES WILL REQUIRE A COMMITMENT BY COMMUNITY COLLEGE FACULTY IN THE SOCIAL SCIENCES.[6] IN THIS REGARD, A FINAL WORD NEEDS TO BE ADDRESSED TO THIS FACULTY. JUDGING BY THE PRESTIGIOUS LIST OF COLLEGES IN ATTENDANCE AT CONFERENCES ON INTERNATIONALIZING THE COMMUNITY COLLEGE OVER THE LAST DECADE, IT IS APPARENT THAT THE FACULTY IS CENTRAL TO EFFORTS TO COMMIT RESOURCES AND ENERGIES OF HIS INSTITUTION TO THESE NEWLY DISCOVERED DIRECTIONS IN COMMUNITY-BASED EDUCATION. IT IS TO BE HOPED THAT AN INCREASING NUMBER WILL JOIN THOSE ALREADY INVOLVED. THERE ARE OBVIOUS POLITICAL DIFFICULTIES GIVEN THE HIGHLY POLITICIZED

NATURE OF THE COMMUNITY COLLEGE, DEPENDENT AS IT IS ON A LOCAL BOARD OF TRUSTEES AND NUMEROUS LOCAL PRESSURE GROUPS. NO ONE KNOWS THIS POLITIZATION BETTER THAN THE COLLEGE FACULTY. IN THE MIDWEST, INVOLVED HEAVILY IN EXPORT OF MANUFACTURED GOODS AND AGRICULTURAL COMMODITIES, IT SHOULD NOT BE DIFFICULT TO MAKE A RATIONAL ARGUMENT FOR GREATER EMPHASIS ON INTERNATIONAL MIDDLE MANPOWER TRAINING. IN MOST ALL OF OUR SOCIAL SCIENCE TRANSFER-ORIENTED PROGRAMS THERE IS AN INTERNATIONAL DIMENSION. THE INTERNATIONAL CONNECTION BETWEEN FUTURE JOB OPPORTUNITIES AND INTERNATIONAL CURRICULUM DEVELOPMENT SHOULD BE AMPLY APPARENT.

ALL OF US INVOLVED IN INTERNATIONALIZING CURRICULA, DEVELOPING STAFF TO THEIR FULL POTENTIAL, AFFORDING STUDENTS A COMPETITIVE EDGE FOR THE FUTURE, AND PROVIDING ENRICHMENT FOR DISTRICT RESIDENTS NEED GREATER COMMUNICATION AND EXCHANGE OF IDEAS. INTER-KULTUR OFF-CAMPUS STUDIES DISSEMINATES INFORMATION ON THE EFFORTS AND ACCOMPLISHMENTS OF INDIVIDUAL DISTRICTS THROUGHOUT THE GREATER MIDWEST. THE AUTHOR IS CURRENTLY CONDUCTING RESEARCH ON THE EXTENT OF INTERNATIONALIZING IN THE SOCIAL SCIENCES. (THE SHANNON REPORT) IS A VALUABLE COUNTRY-WIDE INVESTIGATION WHICH NEEDS TO BE FOLLOWED UP WITH MORE SPECIFIC REPORTS ON STAFF DEVELOPMENT PROGRAMS, CONSULTANCIES, AND PERMANENT EDUCATIONAL CENTERS ABROAD.[7] ONLY THEN CAN WE BEGIN COMPARATIVE STUDIES TO EVALUATE SUCCESSES AND SHORTCOMINGS OF POLICIES ON INTERNATIONALIZATION. AS AN OUTGROWTH OF THIS RESEARCH I HOPE THAT OTHERS WILL BE PROMPTED TO SHARE THEIR EXPERIENCES SO THAT WE MAY SOON BE ABLE TO MEASURE A BIT MORE EMPIRICALLY THE EFFECTS OF THESE POLICIES AND

PROGRAMS ON THE LATER LIVES OF PARTICIPANTS, BOTH FACULTY AND STUDENTS. TO DATE LITTLE HAS BEEN DONE TO MEASURE THE IMPACT OF PROGRAMS, ESPECIALLY THOSE RELATED TO OCCUPATIONAL TRAINING. THIS STEP IS NECESSARY TO EVALUATE OUR EFFORTS TO INCREASE OUR STUDENTS' SUCCESS POTENTIAL IN WORK.[8]

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